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A HISTORY
OF SECONDARY EDUCATION
IN PENNSYLVANIA



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A HISTORY OF SECONDARY EDUCATION IN LEBANON, PENNSYLVANIA

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BY

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A HISTORY
OF SECONDARY EDUCATION
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CHAPTER I

Early Beginnings of Education in Lebanon

Public secondary education has been offered in Lebanon, Pennsylvania, nearly a century. To understand its full development, however, it is necessary to survey the early history of the town, its church schools, private schools, and academies.

Early History of Lebanon

Most of the early settlers of this part of Pennsylvania were Germans from the Palatinate, a group of whom landed in Philadelphia in 1728. This group pushed on into the wilderness for about seventy-five miles, where they took possession of land which was to become Lebanon Township. Between 1750 and 1760 one, George Steitz, divided his farm into lots, which section, at first known as Steitztown, was later called Lebanon, after the township from which it was formed.

—Since most of these early settlers came to America for religious freedom, the schools of Lebanon as well as those in other parts of Eastern Pennsylvania were mostly fostered by the church. The pioneers in Lebanon were not illiterate, nor were they unmindful of the needs of education, for they brought their ministers with them, who were to provide moral training for the elders, and also act as school-masters for the young people. Most of the education was provided in the German language rather than in the language of their adopted country.

Building the First School

The first reference to be found concerning education dates back to 1762. In that year a report was sent to Germany by the Lutheran Church stating, "There are no

schools in Lebanon because of the poverty of the people." This no doubt meant that no separate building had been provided for education. In 1762, however, we learn that George Steitz had donated a lot to the Lutheran Congregation upon which a year later a building, used for church purposes as well as a school, was erected. More than likely, it was upon this lot that the first school of Lebanon was built with Charles Cornelius Robateau as its first master.

Robateau, a well educated man and formerly a soldier in the French army, came to America with the idea of becoming a pedagogue. At the time he settled in Lebanon (1750-1760), all the schools then in existence were supplied with teachers supported by the church, but little provision was made for educating the poorer classes. As there were no affluent sponsors of learning to supply the money to start a school, Robateau and a number of friends began discussing the feasibility of starting a lottery for this purpose. This was not an uncommon means of raising money at this time, for we know that some of the money for the building of the Union Canal was raised by lottery. It was finally decided that Robateau should take the petition to Governor Denny in Philadelphia. After it was granted, sixteen men were appointed to carry out the plan for the school which a few years later was self-supporting.

Church Schools

It was shortly after 1765 that the German Lutheran Congregation erected a two story building on the northeast corner of their lot at Eighth and Williwow Streets, to be used for both school and church purposes. There seem to be no sources indicative of who taught here. There is a supposition that the building was later moved to Independent Borough.

Between 1810 and 1820, when the church schools began

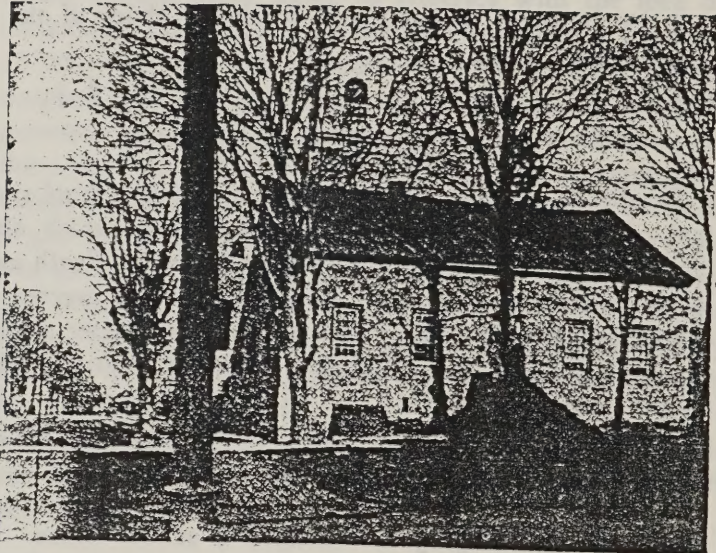
to languish. various teachers rented the building, which had been built by the congregation, in order to conduct "pay" (tuition) schools. In the *Lebanon Advertiser* of June 15, 1825, we find the following announcement:

The subscriber begs to inform the citizens of Lebanon and its vicinity that he has rented the Salem school house; formerly occupied by Mr. Blocher and has commenced a school in the English language on Tuesday the 12th inst. He intends to teach reading, writing, and arithmetic. He hopes by strict attention to his business to merit and receive a share of the public patronage.

Signed, Samuel Uhler.

Parallel to the history of the Salem church school runs that of the Tabor Reformed church school, which also received a grant of land from George Steitz, at Tenth and Walnut Streets, and upon which plot they erected a church building in 1762. The first school master of the congregation was John Reiter (Johannas Reuter) who taught from 1770 to 1810. The annual report of the church treasurer shows that Mr. Reiter received \$29.25 a year for his services.

In 1781 the congregation erected a school house. It had occupied a rented building up to that time. John Reiter was succeeded by Christian Keck, who taught for the next ten years at a salary of \$100.00 a year. He was followed by Christopher Redig whose teaching term was brief, for in 1821 we learn that his salary was granted to his widow. Jacob Bibighaus, the next school master, occupied the position until 1835, when Madam Oves took charge of the building and continued as the instructor until the founding of the public schools in which she was later employed. Under the latter's tutelage the Reformed school was a private institution.

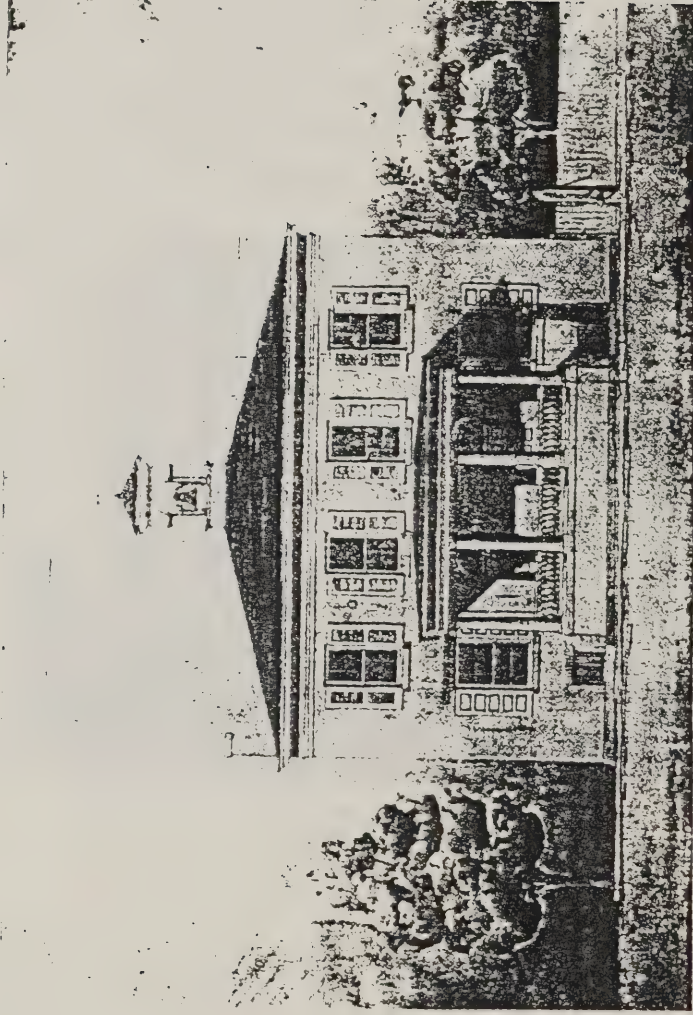


THE TABOR REFORMED CHURCH SCHOOL

Private Schools

After the War of 1812 there was a nation-wide movement of prosperity which led to the construction of many railroads, canals, and other internal improvements. Lebanon evidently shared some of this prosperity, for in 1813 Lebanon County was separated from Lancaster County, and the city of Lebanon was made the county seat. In 1817 the turnpike between Reading and Harrisburg was built; while in 1827 the Union Canal was completed, which connected the Schuylkill and Susquehanna rivers. This canal made Lebanon an inland seaport as it was a day's journey from both Harrisburg and Reading. Since this was an era of prosperity in Lebanon many of the inhabitants sent their children to private schools.

Between 1820 and the beginning of the public schools in 1840 many private schools were established. A few of the schools which were conducted for private gain were those of Madam Darboro, on East Cumberland Street; Madam Oves, Reformed church school; Mrs. Ingalls and daughter, North Eighth Street; and J. H. Kluge, North Tenth Street. Since this period was one of transition these schools gradually gave way to the public schools of the city.



THE LEBANON ACADEMY

CHAPTER II

The Lebanon Academy

The church schools and private elementary schools of Lebanon played their part in the early education of the city, but at the beginning of the nineteenth century, there developed a desire for a type of learning above the elementary level and also for a system of public education.

Attitude Toward Higher Education

Since the Latin-Grammer school had never existed in Lebanon, the people of Lebanon had to be gradually educated to a recognition of the need of a better educational system. There were probably some people then, as there are now, who felt that the education they received was good enough for them, so why should their children need a more elaborate system.

But according to the House Journal of Pennsylvania of 1807, we learn that

Mr. Shulze presented a petition from a number of inhabitants of the borough of Lebanon and parts adjacent praying that they may be enabled to raise by way of lottery the sum of two thousand dollars for erecting a school house for the purpose of teaching the English language therein; and said petition was referred to Messers. Shultz, Gilch, and Wallace.

March 23, 1808, the report on the same bill was heard on the floor of the House and acted upon as follows:

An act to raise by way of lottery the sum of money for the purpose of erecting a school house in the borough of Lebanon in Dauphin County being under

consideration. A motion was made by Mr. Lacock and seconded by Mr. Banks to postpone the same generally; which was agreed.

These petitions are indicative of the fact that Lebanon early became interested in a school for the teaching of advanced subjects but their first attempt did not succeed. It was not until eight years later that we again note progress along this line.

Establishing the Lebanon Academy

In 1816 permission was granted by the state legislature to a group of trustees to establish an academy in Lebanon. The trustees named were:

Rev. William Heister, Rev. William Hindel, Rev. William G. Ernst, Rev. Philip Gloninger, J. Andrew Shultz, Peter Shindel, Samuel Light, John Harrison, Edward Goodwin, Dr. Duncan King, Philip Greenwalt, Philip Wolfersberger, Jr., Peter Lineweaver, Abraham Doeblen, John Batdorf, and Jacob Weidman.

It can be seen from this list of trustees that the most prominent men of the town sanctioned forming an academy. The list includes the three ministers of the town, two of the medical profession, and Andrew Shultz (Shulze) who had presented the petition to the legislature in 1808 and who later was Governor of Pennsylvania, from 1823 to 1829. He immediately preceded the now famous Governor Wolfe, father of the free school law of Pennsylvania.

The act continues:

Section IV. And be it further enacted by the authority aforesaid, that the said trustees shall hold their first meeting in the borough of Lebanon on the first

Monday in May each succeeding year, any nine of whom shall constitute a quorum.

The state also granted \$2,000 to the trustees, \$1,000 of which was to be used for building purposes, the other \$1,000 to be placed in a fund to be used to pay the teachers and to provide equipment. This act also provided for the teaching of five poor children gratis if they made application, but none of these children were to be taught more than two years.

There is no record of the academy being built and opened at this time, but according to the notices which appeared in the newspaper of the town during this period the trustees held a meeting each year in order to hold their charter. Up to 1830 these notices appear partly in the German language.

In 1822 another act was passed in the Pennsylvania legislature entitled, "An Act Establishing an Academy in the Borough of Lebanon, in Lebanon County." This act allowed the trustees to withdraw \$1,000 from the invested funds for the erection of the building. Any money not used was to be invested as safely as possible.

The following year a building was erected at the cost of \$2,840, at Tenth and Willow Streets. Mr. Todd, formerly a teacher in the Harrisburg Academy, was invited to take charge of the Lebanon Academy. He accepted the offer, following which the first pupils were admitted. The first commencement exercises were held October 1, 1826.

The cost of primary instruction in the academy was "two dollars per quarter, besides the cost of wood in cold weather and six cents for contingent expenses; for classics eight dollars per quarter."

Mr. Todd taught until 1828 when he was succeeded by Joseph Chipman of Vermont. One year later Mr. C. C.

Ridgely took charge. In 1830 one of the trustees, Rev. William G. Ernst assisted by Mr. Eugene McGiveney attempted to manage the school, but in 1834 John C. McKinney was elected, teaching for two years. Because the school was not flourishing as well as was desired, Rev. Ernst was asked to return, this time being assisted by his son, John Ernst. This arrangement continued until 1839 when Mr. J. H. Kluge was elected as principal of the academy. Prior to this time Mr. Kluge had a select school for boys at the corner of Spring and Cumberland Streets, which was later moved to South Tenth Street and Walnut Alley. The building was later used as a Methodist Church, but has since been razed. This was of course a private school. In it the instructor made quite a name for himself as a scholar and disciplinarian. In 1841 the union of the two schools was effected and Lebanon Academy took on new life.

Characteristics of Mr. Kluge

According to Mr. Lemberger who was a student in the Lebanon Academy while Mr. Kluge was principal, he had some outstanding characteristics. The pedagogue was an absolute schoolmaster, and a "practical, systematic disciplinarian."

The academy was opened each morning with the reading of the Bible and prayer. When Mr. Kluge, who lived in the same building, entered the school room, the pupils knew that the business of learning was about to begin. One of his favorite methods of punishment was to order the offending pupil to stand in the corner for the remainder of the day. This may seem like a simple punishment but "his rapid gait, his knit brow, and stern countenance" when walking toward the offender made the sentence seem very severe.

Another characteristics was his parsimony, which is

well exemplified by the fact that he smoked his cigar so short that it was necessary to hold it with a pin.

Mr. Kluge may well be considered a linguist, being especially proficient in translating German into English. As one proof of his ability, he was called upon in 1842 to translate the rules of the Hill Lutheran Church, which were in a Saxon dialect of a hundred years previous, and also partly in Latin, into English to be used in a court trial in which that church was involved.

The original academy building was located on a plot of ground at the corner of Mulberry Street, now Tenth Street, and Willow Street extending to Partridge Alley. The building was forty by fifty feet with a portico on Mulberry Street. Within these walls, under the able guidance of Mr. Kluge and his predecessors, many prominent men, such as congressmen, legislators, judges of the courts, physicians, lawyers, clergymen, and men of art and literature received their early education.

Subjects taught and tuition.—In the Report of the Superintendent of Common Schools for 1838 we find that sixty pupils were enrolled in the Lebanon Academy. According to an advertisement in the *Libanoner Morgenstern* of April 16, 1830, the following subjects were taught:

Reading, writing, and arithmetic, so far as the rule of three, at \$2 per quarter.

Arithmetic, English, grammar, elocution and geography, at \$5 per quarter.

The above branches with bookkeeping and composition, at \$4 per quarter.

Practical mathematics and the Latin and Greek language, at \$5 per quarter.

In the minutes of the Lebanon School Board of July, 1852, appears the statement that the academy was leased to the Board for the purpose of forming a high school.

The first contract which was signed by the trustees of the academy and the school board provided as follows:

At a meeting of the Board of School Directors on Wednesday, the 8 day of July 1852 the following Proposition was submitted by the committee of the Board of Trustees of the Lebanon Academy to the said Directors, viz:- Mr. Kluge to receive a salary of \$400 per annum and he to be appointed teacher. If a change is ever made, his successor to be appointed by the School Directors by and with the consent of the Trustees of the Lebanon Academy. Scholars residing out of the Borough limits shall be admitted as heretofore into the Academy, either in the principal or Secondary department by paying tuition according to the rates established by the By-Laws regulating the Academy the proceeds of which are annually to be applied to the payment of the salary of the Principal of the Academy. In addition to the above the school Directors are to receive the interest arising on the principal belonging to the Academy now at interest from the first of last, subject to the payment of the debts, now due by the Trustees, out of which necessary repairs are to be made about the buildings and fences of the Academy by the board of School Directors. The School Directors to have the privilege also of using the rooms upstairs, the fixtures, furniture, apparatus and books belonging to the Academy. The principal not to be charged with rent of the dwelling part of the Academy and lot. Neither shall the School Directors be charged with rent for the use of the school apartments, a part of the lot for a play ground, books, fixtures, and apparatus.

The School Directors to submit an annual report or statement of the manner of appropriating the interest and income from outside scholars to the Board of Trustees of said Academy.

On motion the above proposition was unanimously adopted.

Signed, Jacob Weidel,
Sec'y Pro Temp.

More concerning the development of the high school will be discussed later. Two years after the leasing of the building by the school board, Mr. Kluge resigned to become County Superintendent, holding that office until 1859.

CHAPTER III

The Lebanon Female Seminary

Although the Lebanon Academy provided a high type of education for boys, as late as 1838 there was no provision made to give the girls of Lebanon instruction beyond that of the elementary schools.

Aid Granted by State Legislature to Private Schools

In the year (1838) by an act of Pennsylvania Legislature entitled "An Act to Consolidate and Amend Several Acts Relative to a General System of Education by Common Schools," aid was appropriated by the state to private secondary schools. According to this act each academy or female seminary having forty or more pupils and two teachers was given \$500 a year; each having at least twenty-five pupils and one or more teachers capable of teaching Greek and Roman classics, mathematics and English and German Literature was granted \$400; and each having fifteen or more pupils and at least one or more teachers capable of teaching the above was granted \$300.

Previous to that time a "select school" for girls had been maintained in the building now occupied by Moyer's Restaurant at Eighth and Willow Streets, but in 1838 a charter was granted by the state to form the Lebanon Female Seminary to be located in the same building.

Organization of Lebanon Female Seminary

The first trustees named in the charter were Reverend Henry Wagner, Reverend William G. Ernst, Reverend Jonathen Ruthrauff, Doctor George Reidenauer, and

Doctor John Gloninger. The above named trustees selected the following additional ones: Jacob B. Weidman, Simsen Guilford, Daniel Stichter, and John George.

In the county superintendent's report of 1838 we learn that the Lebanon Female Seminary then had three classes with an enrollment of thirty-five pupils, each paying a tuition of fifteen dollars a year. Since the school met the second requirement of the law of 1838, it received a state appropriation of \$400, and \$380 from tuition during the same year.

The school apparently had a commendable reputation, for in 1844 I. D. Rupp writing of the educational opportunities in Lebanon said, "There is also a Female Seminary here, and it is said to be well conducted, all the young ladies in the town and county should attend it."

The first teacher was Mrs. Ingalls, who had taught in the select school, and who continued to give instruction in the seminary for a number of years until she was succeeded by Mrs. Moore.

The Act of 1838 remained in effect for only five years. In 1843, because of financial difficulties, the state repealed all laws with regard to appropriations to colleges, academies and female seminaries. Subsequently the Female Seminary had a very unsettled existence. In 1852 a few rooms of the building were rented to the school board for the purpose of conducting a free school, but one year later the trustees demanded the return of the room. So the school board was forced to erect a new building.

Between 1854 and 1868 the following teachers were employed in the seminary: Misses Kate and Julia Hamilton, Prof. Lee Boughter, Miss Smith, Miss Legroe, and Misses Julia and Rachael Ross. In 1868 Miss Sarah Ellis Eddy became head of the school. According to Mrs. Emma Hershberger, who was then a student of the Seminary, and who is still living, Miss Eddy was very masculine in character, wore a collar and necktie like a

man's, and was exceptionally bright. Miss Eddy insisted that the school be opened by Bible reading and prayer, but whenever the prayer was offered by the teacher the girls knew it meant that Miss Eddy would be in bad humor the rest of the day.

School board takes over Seminary building

Miss Eddy resigned in 1863, and was succeeded by F. W. March, who taught until 1870, when the building was leased to the school board under the condition that the classics be continued in the school. This action was taken in accordance with the Act of Assembly of 1863, which provided that the property of the academies and seminaries throughout the state could be turned over to the school boards of the districts. Previous to 1862 special legislation was necessary when such action was desired.

The school board in leasing the Seminary property in 1870 understood that they were to have full control as long as it was used for public school purposes but, as will be shown, there arose considerable trouble when later the trustees of the Seminary insisted upon selling the property.

CHAPTER IV

Public School Buildings

The free school movement, as heretofore discussed, began in Lebanon some time after 1840, but no definite information concerning these schools until 1849 seems now available. In that year, the directors were: John Weidman, President, I. W. Gloninger, Henry Derr, Bernhard Rauch, A. Rice, and D. B. Marshall, Secretary. These directors controlled eight schools taught by four male and four female teachers. The pupils were divided according to age. The male number one school and the female number one school afforded the highest type of education then offered in Lebanon.

The Early School Buildings

The first eight schools were located as follows: No. 1 male and No. 2 male schools were in building on Water Street, now known as Willow Street; No. 3 and No. 4 male schools occupied the building on Chestnut Street. Nos. 1 and 2 female schools were on Hill Street, now Walnut Street, probably between Ninth and Tenth Streets, and Nos. 3 and 4 female schools were in a small building near the academy on Tenth Street.

In 1852 the trustees of the Lebanon Academy transferred their building to the school board with the understanding that it should be used as a school of higher learning and that Mr. Kluge remain as teacher at a salary of \$400. There then existed in Lebanon six male and five female schools.

Housing female number one school

The male number one school was now well housed in the academy building, but the female school number one was still using the old crowded building on Water Street. In 1853 the Pennsylvania legislature passed the following act:

Section 12. That the school directors of the borough of Lebanon school district in the County of Lebanon; they are hereby authorized to borrow \$5,000 at a rate not exceeding six per cent per annum, for the purpose of building, enlarging, and repairing the school houses in said district.

Section 13. That the building and lot of ground on the south-east corner of Walnut and Water streets (now called Eight and Willow), heretofore occupied, owned and used by the Lebanon Female Seminary be and the same is hereby declared to be a common school house. . . . that the said board of school directors pay a debt of four hundred and fifty dollars owed by said Seminary to the Lebanon Academy.

Section 14. That at any time hereafter the present trustees of the said Female Seminary shall find it to be to the interest of the cause of education they shall have the right to resume said property for the purpose of reestablishing the said Female Seminary in said building but for no other purpose. . .

Signed Gov. Wm. Bigler

It now appeared that the female number one school would have a suitable home but in August of the following year the trustees of the Seminary again assumed control of the building for the purpose of establishing a subscription school. The directors now proceeded with plans for the erection of a new school house later known as the

Mifflin Building which was to be located in East Lebanon on Guilford Street near Eighth Street. The Superintendent reported in 1856 that it was a new two story edifice containing the female schools 1, 2, 3, and 4.

In 1856 the school board asked the trustees of the Seminary for the use of their building but they again refused. In order to relieve the congestion in the school it was suggested that the Academy building be used for school purposes only, since previously the teacher of the boys' school was allowed to use the second floor of the building for his dwelling, but the trustees refused to grant permission for making the necessary alterations.

New Buildings erected

The school board purchased the Methodist Church building on South Tenth street, near Cumberland, in 1867, with the purpose of using it as a high school. According to Superintendent's report the room on the second floor was capable of holding one hundred pupils. Just at this time North Lebanon was consolidated with Lebanon and the directors began to consider establishing a consolidated high school. Two years later the first large school building was erected at Tenth and Church streets at a cost of \$33,000, dedicated by the Masonic Lodge of Lebanon, and named the Lindley Murray Building.

It was now decided to have a select school, known as the high school. The other schools were classified according to grammar, secondary, and primary grades. At this time also the Lebanon Female Seminary building was again turned over to the school board to be used as a female high school. The two high schools continued in separate buildings for a number of years. In 1873 the board enlarged the educational facilities of Lebanon by erecting the Burrowes Building.

The school board had bought the Methodist Church building on South Tenth Street for the purpose of using it as a high school but as it was no longer needed they decided to sell the property and use the money to erect a new building at Walnut and Tenth Street. In 1881 the following buildings are listed as existing in the borough of Lebanon: "Mifflin, Fairview, Brick and stone at Tenth, Lindley Murray and Burrowes."

The female high school was then moved to the Lindley Murray Building; the school in the old Methodist Church was transferred to the seminary building; and plans were drafted for the Franklin Building.

The Seminary Case

In October, 1879, the trustees of the female seminary ordered the school board to vacate the seminary building which had been leased to the board since 1870. According to the agreement of 1870 the board had a lease on the building for five years but according to the Act passed in 1853 the building was turned over to the school board to be used as common school property. The question as to whether or not the trustees had any legal right to claim the property was presented to the school solicitor. His decision relative to the question may be summarized as follows:

1. The seminary was made common school property by the Act of Assembly, 1853.
2. The organization of trustees of the seminary had become useless.
3. The agreement of 1870 had no authority.
4. The trustees must find it of general interest to education before they can claim the property.
5. Therefore the claims cannot be considered.

Since this decision did not satisfy the trustees of the

seminary, they threatened to evict the board either by amicable or forcible means. The school board, on the other hand, in order to obtain a clear title of the building, presented the case to the court of Lebanon county. On January 2, 1888, there was recorded the fact that the court had overruled the request for a new trial. It may therefore be concluded that the case had been decided in favor of the trustees of the seminary. The school solicitor advised that it would be foolish to spend more money to carry the case to the higher courts, so a few months later the school board was forced to convene for its regular meeting in the court house because the sheriff had taken possession of the seminary building for John Hoffer, who had purchased it from the trustees of the seminary.

Erecting the New High School in 1888

Even before the seminary case was lost, the school board began discussing the propriety of building a new school house, plans for which were presented, and a committee appointed on May 14, 1888, to select a site. This committee first suggested the eastern part of the seminary lot, plus the eastern part of the Hauer Estate, and all, or part, of the Lebanon Valley Bank lot. The board accepted the above mentioned recommendation, but a year later they reversed their decision by deciding to buy the eastern part of the Lebanon Academy lot.

The following report was made by the building committee:

That the eastern part of the academy plot fronting 100 feet on Willow Street, and as much of Gloninger's property as will be necessary for the required depth, be bought.

Recommends a two story building with four rooms for school purposes and one room for use of board of controllers, an entrance hall for the male depart

ment and one for the female department.

The committee also recommended that there be but one high school for both male and female students, which should be in charge of a male principal. The two sexes were to recite together but during assembly period and study they were to be separated by a glass partition.

The Academy premises were purchased for \$2,500, but Gloingers refused to sell their property, so it was obtained through the procedure of eminent domain for \$4,224. The erection of the building at a contract price of \$21,204.17 was under the direction of J. H. Cilly, contractor, and Harvey Hauer, architect.

Contemporaneous with the erection of the high school building, the old academy was also remodeled, eliminating the apartment for the principal. The entire building was altered for use as a grade building and named the Stevens Building.

Both buildings were erected according to the best known plans of the day. Considerable attention was given to the fact that both of them were equipped with the Smead-Wills ventilating and heating system as was also the new building which was constructed in 1892 at Thirteenth and Lehman Street, now known as the Higbee Building.

Enlarging the High School

Due to the great increase in the number of scholars in the high school in 1895, it was deemed necessary to add additional rooms to the high school building. The building committee recommended the following alterations:

1. The second floor of the high school building shall have an assembly room large enough to place at least 350 pupils with single desks, six recitation rooms and two large cloak rooms.

2. Stairways now leading to the third floor shall be reversed and enlarged.
3. The first floor of building shall have a room for the superintendent and controllers, a book room, a vault, at least three new rooms for general school purposes with corresponding cloak rooms, and as many school rooms more as space will furnish. The estimated cost shall not exceed \$15,000.

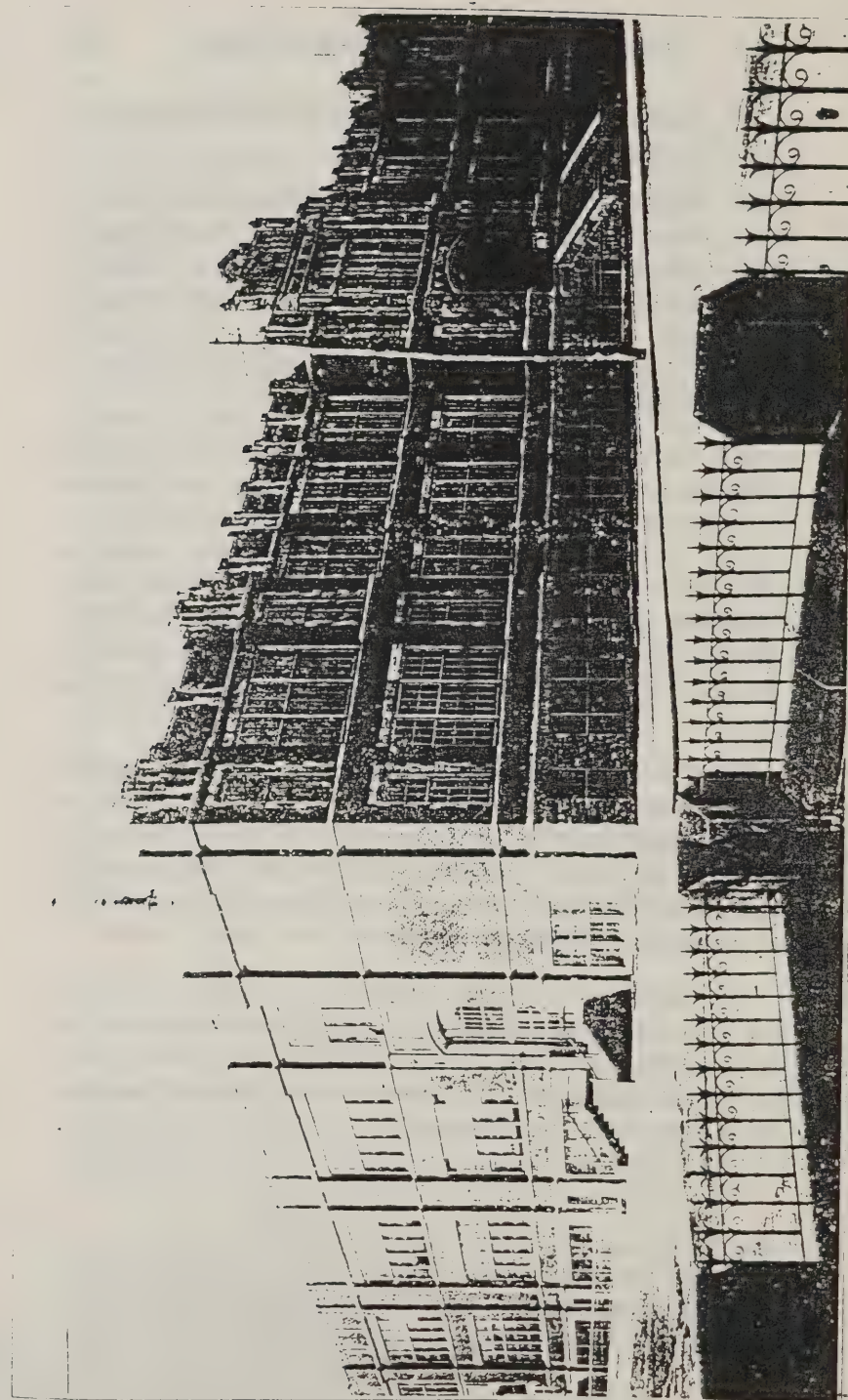
All the recommendations were adopted, H. T. Hauer being ordered to draw the necessary plans. In October, 1896, the contract for the annex was awarded to Miller, Louser & Company. In the superintendent's report of 1897, he mentioned that the annex to the high school would be ready for occupancy the beginning of the 1897-1898 term. It contained six new class rooms, an assembly room to seat 500 pupils, also a reading room for the library.

This building, with the annex, furnished the needed high school facilities for a number of years, but during the intervening years numerous grade buildings were erected, for example, the Washington Building in 1900, an addition to the Garfield Building in 1900, and the remodeling of the Lincoln Building in 1906.

Overcrowded conditions existed from 1908 to 1915 but the superintendent did not think it advisable to enlarge or build during this period. However, more seats were added to the assembly hall and rooms were occupied on the third floor and in the basement.

The Modern High School

It was not until 1915 that the school board again attempted to expand the high school facilities, but in April of that year, the one-fourth square bounded by Chestnut



street on the north, Sixth street on the east, Church alley on the west, and Strawberry alley on the south, was bought at the total cost of \$41,400, for the purpose of erecting a high school thereon. A. A. Richter was designated as the architect with the Beard Construction Company as the contractors of a building which was to cost \$139,433.

Work proceeded fairly rapidly, with a few interruptions, due to delay in excavating the rocks encountered in digging the basement. Although unsettled World War conditions raised the price of materials and made labor scarce, the corner stone of the new building was laid in December, 1916, with an appropriate ceremony by Hon. L. A. Watres, Grand Master of the Grand Lodge of Pennsylvania, F. and A. M. The participants in the ceremony included members of the school board, city officials, teachers, and high school pupils.

The major work of the building was completed by the fall of 1918, at which time teachers and pupils occupied the building. The following year the formal dedication ceremonies were held in the auditorium.

Garfield Annex

The land upon which now stands the Henry Houck Junior High School was bought in 1921, at a cost of \$10,000, but instead of constructing a new building, the school board decided to erect an annex to the Garfield Building to take care of the overcrowded conditions in the junior high school. A bond issue of \$350,000 was granted the directors to be used in enlarging the Garfield Building. Some of this money was later used in constructing the Henry Houck School.

The present Henry Houck Junior High School was built during 1924-25, primarily for the purpose of housing only the lower grades, but after using the Garfield annex

as a junior high school for a period of two years, the Henry Houck Building was adapted for both grades and junior high school. This policy has been carried out concerning the same building up to the present time.

Harding Building Destroyed

A large part of the famous old Harding Building, formerly known as the High School, constructed in 1890, was destroyed by fire May 13, 1933, necessitating the use of the present high school building for both Junior and Senior high schools. The high school building originally was built to accommodate eight hundred to nine hundred students, but at the present time twelve hundred senior high school students and seven hundred junior high school pupils are using this building. This overcrowded condition is being cared for by allowing each group to attend one half day, meaning that the pupils of both schools are being deprived of one third of the actual schooling they should receive. It is hoped that within the near future a new modern high school building will be erected in the city to eliminate the unfortunate conditions which now exist.

CHAPTER V

Secondary School Curriculum

The public schools of Lebanon taught only the elementary subjects until 1848, when the school board expanded the curriculum by introducing some of the higher branches of learning. Several years later both Latin and Greek were made part of the curriculum.

Early Courses of Study

As has been mentioned in a previous chapter, when the school board acquired the Academy in 1852 it provided a complete education for the boys of the city. The girls were not as fortunate, for their curriculum was not expanded until a few years later.

From an advertisement, ordered to be published in 1853 by the school board for a teacher of female number one school, we are informed that the directors desired "A lady competent to teach in addition to the ordinary branches, natural and moral Philosophy, Chemistry, Geometry, etc." No doubt the same branches were taught in the male number one school, for at this time the board selected the following series of books for use in the schools, but to be paid for by the pupils:

1. Davies' *Series of Mathematics*.
2. Dodge's *Mensuration*.
3. Smith's *Grammar*.
4. Parker's *Philosophy*.
5. Yeumen's *Chemistry*.
6. Sanders' *Series of Readers*.
7. Cobb's *Spelling Book*.
8. Northend's *Dictation Exercises*.
9. Rand's *Copy Books*.
10. Parker's *Progressive Exercises*.

11. Phillips' *Botany*.
12. Cutter's *Physiology*.
13. Webster's *Dictionary*.

The classics for the number one schools were to be selected by the teachers.

Reorganization of Course of Study

From the following resolution passed in 1873, a complete idea of the development of the course of study may be obtained:

Resolved, that the pupils of the most advanced male and advanced female school of the public schools of Lebanon whether taught together or separately, shall constitute the alumni of the corporation. Course of study shall embrace in addition to common school branches, Algebra, Geometry, Surveying, Mensuration, Geography, Natural Philosophy, Chemistry, Physiology, Rhetoric, Latin, and Greek. Pupils shall be examined at least once a year. The committee of examination shall consist of three disinterested persons of education and ability appointed by the Directors, Borough Superintendent, and teacher or teachers of the school. Pupils who have attended not less than three annual sessions and who shall pass a satisfactory examination in the common school branches and not less than three of the higher branches shall receive a diploma under the seal of the corporation setting forth the branches wherein they are proficient and countersigned by the members of the examining committee.

Resolved, that any three of the following branches to wit Algebra, Geometry, Surveying, Latin and Greek be the minimum for a diploma and that any two of the other named above shall be equal to one of these.

This was the first time that the school board of Lebanon issued diplomas at the completion of the school term, which move was made with the idea of encouraging pupils to remain in school until they were entitled to a diploma. The first graduating class, consisting of three scholars, namely, Howard Shirk, Robert Buck, and John Meily, was granted diplomas in June of this same year.

Music Course Introduced

The board discussed the feasibility of introducing vocal and instrumental music into the schools of Lebanon in 1873, but no definite action was taken. The same year, however, the piano belonging to the school district was offered as a loan to anyone who would furnish a heated room and teach scholars of the common schools at a reasonable price.

It was not until fifteen years later that the following resolution was presented to the school board:

Whereas it is proper and necessary that social music be taught in our public school, so that all our children, rich or poor, have an equal opportunity of cultivating this gift, thus facilitating and insuring better singing in our services of the various churches and families. Therefore resolved, that a committee of three in conjunction with the president and superintendent be appointed to take the entire subject into consideration and the manners, feasibility and expense of its introduction and report at a special meeting of the board.

This resolution was adopted and two weeks later the special music committee recommended that since vocal music was of as vital importance to the pupils attending the schools as any other branch it should be added as a regular branch of study in the Lebanon School District, and that a music teacher should be employed who was to devote the whole time to this subject.

Apparently all that was necessary now for the introduction of music was the formal sanction of the board, but it was not as easy as that, for when the vote concerning the selection of the music teacher was taken, the entire program was vetoed.

Two years later, however, *Mason's National Music* course was adopted for all schools, but no separate teacher was employed. Hence each teacher was responsible for the music taught in his or her school until 1898, when a special music teacher was employed.

Introduction of German

A number of citizens of the town presented a petition in 1874 requesting the school board to employ a German teacher. The board refused but the use of a room was granted to any clergyman or person who wished to instruct the teachers of the schools in the German language. Seven year later German had become a regular course in the cirrciulum, for in 1881 it is listed as one of the subjects in the examinations of the Lebanon Female High School. The practice of teaching the German language in the high school continued uninterrupted until May, 1918. In that year, because the citizens claimed that the teaching of German in public schools was a means of spreading German propaganda, only those pupils were allowed to pursue the subject who could prove that they had a definite need for it. Since this restriction was withdrawn as soon as the war fever ceased, German is still taught in the language department of the high school.

Course of Study, 1880-1900

A very reliable idea of the courses taught in the two high schools may be gotten from the following list of subjects in which examinations were given the pupils in 1881:

<i>Male high school</i>	<i>Female high school</i>
English grammar	German
mental arithmetic	Latin
German	Greek
bookkeeping	algebra
astronomy	geometry
geology	written arithmetic
Latin and Greek	physiology
surveying	bookkeeping
geometry	English
written arithmetic	
algebra	
physical geography	

Zoology, general history, botany, and spherical geometry were added to the curriculum in 1887.

By combining the boys and girls into one high school, the pupils were allowed to select either the English or Classical curriculum. These two curriculums were as follows:

First Year

<i>English Curriculum</i>	<i>Classical Curriculum</i>
Physical Geography	Latin Grammar and exercises
United States History	United States History
Civil Government	Civil Government
Mental Arithmetic	Mental Arithmetic
Written Arithmetic	Written Arithmetic
English Grammar and Composition	English Grammar and Composition

Junior Year

Bookkeeping	Caesar and Cicero
Rhetoric	Algebra
English Grammar	English Grammar
Written Arithmetic	Written Arithmetic
German	Greek
Physics	Physics

Senior Year

English Literature	Virgil
German	Greek
Botany (elective)	Algebra
Algebra	Geometry
Geometry	General History
General History	

Introduction of Manual Training and Domestic Science

The result of the Civil War have been far-reaching and the entire structure of our national life, including industry and education, was remodeled after this great catastrophe. Although a large number of the men who were demobilized from the army went back to the farms of Pennsylvania, many of them found new employment in the factories, which were rapidly being erected. This new group of workers soon formed organizations like the Knights of Labor and the American Federation of Labor for the purpose of bettering their own conditions since it was no longer possible to depend upon the employer to look after the worker's welfare. It was this new industrial group which made its influence felt upon education, especially during the later part of the nineteenth century, when many educational reforms were passed in the state. One of them, known as Act. No. 145, passed in 1885, permitted boards in districts of the second class to maintain schools for instruction in mechanical arts and kindred subjects.

Until 1906 no effort was made in Lebanon to provide for anything but an academic program. In that year the committee on curriculum recommended that the education of boys be placed on a more practical basis, and that a manual training department be established in the school as soon as possible. The recommendation included the separation of the sexes, so that the girls might also receive

instruction which would fit them for the actual duties of life. The following February the committee again reported that it had discussed the advisability of adding manual training and domestic science to the school course of study at the beginning of the next school year. Upon adopting this idea the board decided to use the south-west corner of the high school basement for manual training and the north-east rooms on the first floor of the annex of the high school for domestic science. Fifteen hundred dollars was appropriated for equipment, six hundred dollars was allowed in the budget for the salary of the domestic science teacher and nine hundred to twelve hundred dollars for a manual training teacher. During the following summer, equipment, including wood working benches, coal stove, gas range, refrigerator, and sewing machine, was placed for the two new departments. In May the first public demonstration of the domestic science and manual training departments was opened to the public. These courses increased in popularity until by 1911 27 boys and 18 girls were enrolled in the respective departments.

During the industrial expansion period of the World War, the manual training and domestic science curriculums were enlarged and extended to the grammar grades. The boys of the manual training department at that time made a survey entitled: "What Lebanon Makes and What Makes Lebanon."

The Smith-Hughes law was enacted in 1917 to encourage vocational education. According to this law, the federal government matches dollar for dollar the money appropriated for that purpose by the states. Lebanon did not take advantage of this proposition until 1923 when forty-two boys from the high school were sent to the Bethlehem Steel mills to work on an alternating schedule of two weeks in school, and two weeks in the mill. The venture proved to be a failure, for, since there was only a verbal agreement between the school and employer, when

a seasonal depression was felt in the industry in December of that year, the boys were sent back to school for the entire time.

No further advancement was made in vocational education until 1929 when auto mechanics was added as a one-hour elective course. The following year a practical course in electricity was added. In 1931, when the shop course was put on the Unit Trade basis, the school received federal aid. At the present time the textile mills and garages are cooperating with the school in order that the senior boys may receive practical experience during their school year. Approximately \$2,300 federal aid is given to the school each year to carry on this work.

Commerical Curriculum Introduced

Industry in the latter part of the nineteenth century demanded not only better trained workers for the factories, but also more highly skilled clerks and stenographers because the clerical work had to be expedited in the offices. Some high schools responded by giving courses in bookkeeping, accounting, and commercial law, but most of the workers received their training in the various "business colleges" which sprang up and could be found in almost any town, the only entrance requirement being the tuition fee.

No mention is made in the minutes of the school board concerning the introduction of the commercial subjects into the high school course of study until 1901, when the matter was considered by the board but no action was taken. It was not until five years later that the city superintendent reports that a new teacher had been added to the high school faculty to teach shorthand and typing. Prior to this time, however, the superintendent's secretary attempted to give instructions in these courses while attending to the office duties. These courses, from the time

of their introduction, proved very popular. In 1912 commercial work was extended over the last three years of the high school course, at which time fifty-seven pupils were enrolled in the courses and eleven of the fifteen pupils uates in that field were given employment as soon as they graduated. At the present time approximately four hundred students are following the commercial curriculum, which includes typing, stenography, bookkeeping, commercial arithmetic, commercial law, economics, business English and United States History.

1910 Revised Course of Study

Generally when a new superintendent is elected, a new course of study is proposed for the high school. So in 1910, when Edgar Reed succeeded R. T. Adams, an entirely new course of study was proposed and adopted. This course of study was organized on a four year basis, consisting of four distinct curriculums, namely, Literary, Scientific, Commercial, and Industrial. Both the Scientific and Literary Curriculums prepared for college, but the former required more mathematics and science, while the latter included four years of Latin plus at least two years of another foreign language.

The Commercial Curriculum, including shorthand, type-writing, bookkeeping, and some mathematics, prepared the pupil for the business world.

The Industrial Curriculum combined theoretical and practical school training. It was so arranged that the boys could take shop work; while the girls were permitted to elect domestic science.

Four years of English and one year each of history and algebra were required in all these curriculums. In the senior year, the pupils could elect subjects such as commercial school management, history of education, and

elementary psychology, which would prepare them for the teaching profession. Provisions were also made for instruction in music, public speaking, and debating.

The course of study, as arranged in 1910, continued with few changes for a number of years. In 1919, however, when the pupils were moved into the new high school building, many of the departments were enlarged. It is noted that algebra was then replaced by science in the commercial curriculum, because of the new equipment in the science department, and that changes were made in the household arts and manual training departments.

Revision of the Course of Study in 1926

With the election of a new superintendent in 1926, the course of study was revised to accord with the newly adopted 6-3-3 plan. At this time six curriculums were arranged. In the sophomore year the students were required to select English and history, but were allowed to elect any two of the following subjects, algebra, biology, Latin, Spanish, German, home economics, and bench work. They were also required to take art and physical training twice a week, and music once a week.

When the pupils entered the junior year of the high school they were given the choice of six curriculums, the Literary, the Scientific, the Commercial, the Unit Trade, the Home Economics, and General. The General Curriculum was the only new one. It was added to take care of those pupils who could not adjust themselves to any of the regular curriculums. This course of study differed very little from the one arranged in 1910, except that some new electives, like printing, orchestra, and glee club, were offered.

The Unit Trade, or Shop, and the Home Economics curriculums were extended so that pupils were able to spend two weeks, instead of only a few periods a day in

shop, and the two alternating weeks in the academic courses.

This course of study was revised at various times, as for example, when the Smith-Hughes curriculum was added, but the essential parts of this course of study remained the same until 1936, when a new course of study was adopted.

The Present High School course of Study

The present course of study is much simpler than its predecessor. The Scientific and Literary curriculums were combined into the College Preparatory Curriculum. Those pupils not inclined toward college preparatory work, were encouraged to elect the Commercial, Unit Trade or Home Economics Curriculum. Most pupils not having any definite goal in mind were allowed to elect the General Curriculum, which made allowance for a wide range of electives.

Many activities, such as band, orchestra, A capella choir, and glee clubs, which had formerly been extra-curricular, were placed on the elective list and made part of the school day. Sophomores were allowed to select art or music, which formerly they had been required to take. The only required subject were English, history, and physical training.

The Junior High School Course of Study

One of the purpose of the junior high school was to provide for the wide range of interests found in the adolescent child. The course of study of the junior high school, as organized in 1925-26, included a variety of subjects, namely, the academic, the practical arts, the fine arts, and avocational subjects. All the students were required to take practically the same subjects until the ninth grade. In that grade the college preparatory stu-

dents started Latin, while those intending to continue the Commercial curriculum in the high school were given Junior Business Training.

CHAPTER VI

Organization Of The Secondary Schools

The public school system, in which the board of directors in each district of Pennsylvania had the authority to grade its schools, was created by the Act of 1848 and its successors. This Act also permitted the directors to establish higher schools for those desiring to continue work beyond the common school branches. It was in harmony with this law that in 1849 the Lebanon School Board classified the pupils and organized four schools for both the male and female scholars, designating the highest grade as the number one school. A uniform system of books was introduced so that progressively graded classes could be established.

Schools of 1850

The female number one school at first must have been of a more advanced nature than the corresponding school of the opposite sex, for in 1851 a petition was presented requesting the appointment of a teacher for the number one male school corresponding in ability to the teacher in the female school. This suggestion was favorably acted upon.

The following year the school board leased the Lebanon Academy building for the purpose of using it for the male number one school for boys and two other schools. There now existed in the city six male schools and six female ones.

*Schools under the Jurisdiction of the
County Superintendent*

In 1854, the Lebanon Schools came under the jurisdiction of the County Superintendent, John Kluge, who had been appointed at a salary of \$760 per year. This position was created according to the act of the Assembly of Pennsylvania of 1854. It also provided "that in every district there shall be taught orthography, reading, writing, English grammar, geography, and arithmetic, as well as such other branches as the board of directors or controllers may require". This was the first time that the state of Pennsylvania had attempted to tell the local boards specifically what should be taught in their schools.

Evidently the school board was not satisfied with the education offered the girls of Lebanon, for they asked the trustees of the seminary for permission to establish a school of a higher grade in the seminary building in 1836, but this request was refused immediately by the trustees.

Overcrowded conditions prompted the board to suggest to the trustees of the academy that their building be used exclusively for school purposes, but the trustees refused to allow any alterations to be made, so other arrangements had to be considered. The schools were again regraded, thus advancing students to higher grades in order to relieve the congestion in the lower ones.

Very few changes were made in the schools of Lebanon during the decade of 1860-1870. However, under the able leadership of Henry Houck as County Superintendent, elected to the position following the sudden death of Frank R. Phillips, who had served for only one year, progress was being made. In his report of 1866 the following is recorded: "In number one male school, teaching Latin, Greek and higher mathematics, pupils go directly to Freshman, Sophomore and Junior years in college."

Consolidation of Lebanon and North Lebanon boroughs.

Two years later North Lebanon and Lebanon Boroughs were consolidated, necessitating the enlarging of the number one schools or high schools as they were then called. The school boards of the boroughs were united with very little change in organization, except the enlarging of the entire system.

School Regraded in 1870

In 1870 the directors, deciding to regrade all the schools in the borough, passed the following motion, "On motion it was agreed that we have two secondary schools (North and South). On motion it was also agreed that there be a secondary school located between the North and South called the middle secondary school."

The following schools existed after the reorganization:

Male Schools

High school	Grades 9, 10, and 11
First Grammer school	Grade 8
Secondary Grammer school	Grade 7
Secondary school	Grades 4, 5, and 6
Primary school	Grades 1, 2, and 3

The same idea was carried out with reference to the female schools. The maximum number of scholars for either high school was to be thirty, and the required time to complete the course was designated as three years.

City Superintendent Elected

The Act of 187, passed by the Pennsylvania legislature, provided that: "Any city or borough with a population of ten thousand or more could elect a superintendent of schools." The school were no longer to be under the authority of the county superintendent nor were they to

contribute anything to the salary of the latter. Since North Lebanon was annexed to the city in 1868, Lebanon's population was sufficient to warrant the selecting of its own superintendent. J. T. Nitrauer was elected borough superintendent in 1872, but four years later the following article appears in the Lebanon County Superintendent's report, "Lebanon Borough having abolished the borough superintendent, the duties of that office now devolve on the county superintendent. This we believe was a step unwisely taken." With thirty-six schools then existing in the borough, the board soon realized that the county superintendent could not give them the proper supervision, so in April of 1877, J. T. Nitrauer was again elected borough superintendent, at a salary of \$800-a year. Another reason which prompted the board to select their own superintendent was because the borough would lose the state appropriation which was given exclusively for that purpose.

The second post-war depression forced the school board to try to curtail their expenses in 1876. One of the first items to be reduced was the teachers' salaries and next the elimination of one school on Willow street, thus making it necessary for one teacher to try to instruct as many as fifty or sixty pupils. The board, however, permitted an increase in the number of pupils allowed to attend the high school from thirty to thirty-five.

Attempt to raise standards for graduation. — Even during these depression years the superintendent requested that the following suggestions be adopted in order to raise the standards of the graduating class:

1. A Committee of Examination shall be appointed at the beginning of the term consisting of one school director, one citizen, the county superintendent, the borough superintendent, and the two principals of the high schools.
2. Pupils shall be examined any time they finish a

branch of study, and those who pass creditably shall have credit for their final examination in that study.

3. Four branches shall be required for graduation. Not less than three of them shall be so-called full credit subjects.
4. Pupils must attend three full terms.

The Introduction of Free Textbooks

A special committee was appointed in 1877 to represent Lebanon at a meeting in the court house, called for the purpose of adopting a uniform school book. It must not be assumed, because of this meeting, that the school board was furnishing free school books at this time, for they were not. They were only attempting to adopt a list of books for the pupils to buy in order to reach greater uniformity. It is interesting to note that at this time the Lebanon School Board was seriously considering buying a set of encyclopedias for the school district. They asked the school solicitor for his opinion regarding the legality of such a purchase. His reply was that the Act of May 8, 1854, granted the board the right to adopt the course of study, but no power to buy books; while the Act of 1862 granted them the power to purchase books and school apparatus?" "But the question is, are encyclopedias school apparatus?" He pointed out that the set could not be given out as individual books to the pupils; therefore, the books could not be properly housed, for "they had no power to furnish and fit up a room or rooms for the reception of books." With these arguments as the basis for his judgment, he claimed that the buying of encyclopedias would be a misappropriation of funds, and the board would be liable.

As early as 1880, J. Shindel Krause offered the following resolution: "Resolved, That at the beginning of the

next term, this board furnish all text books free to new scholars and those promoted from one school to another." The resolution was referred to the text book committee, which in two months offered the suggestion, that, since the cost of furnishing all pupils with free text books would be approximately \$2,500, they recommended that each pupil be furnished free of charge only an arithmetic, an algebra, and reading books. Even this compromise was not adopted, but in 1891, the board furnished the following: slates and pencils, practice paper for penmanship, examination paper, blackboard erasers, and orthography tablets.

The following year, 1892, the committee on free text books recommended that free books be introduced gradually by first placing the following on the free list: reading, spelling, mental arithmetic, written arithmetic, United States history, general history, English grammar, Latin grammar, German grammar, German reader, geometry, algebra, physics, civil government, and bookkeeping. This suggestion was adopted with the idea that the books that were not made free that year should be made free the following one. The teachers and board then met in a joint meeting to determine which series of books should be adopted.

Night School Established

According to the act of the state legislature in 1883, any district in the state was empowered to maintain a night school if it so desired. The Superintendent recommended to the school board that such a school be established for boys and girls who, because of work, could not continue their education. The board authorized the establishment of a night school November 2, 1883, and ten days later the school opened with nine pupils present. One year later, however, the night classes were discontinued because of lack of interest.

Need of Higher Standards Stressed

Superintendent J. T. Nitrauer in 1884 realized that the schools were not maintaining the standards which he desired. Consequently he appeared before the school board with a very lengthy discussion, calling to its attention the following points to prove his contentions: "Graduation was instituted to keep pupils in school, but now it seems it is used to get pupils out of school more quickly. Teachers of the high school claim no more than that students were there three years.

In order to remedy this situation he recommended a change in the method of examination, and a higher standard of promotion in the lower grades in order to prevent students from entering high school unprepared. He also suggested that the teachers give the examinations and classify the pupils. "If this had been done," he stated, "we would have had no complaint in the daily papers about spelling, writing, etc." He suggested that his plan would necessitate additional grade schools so that later a better type of work could be accomplished in the high school.

On the basis of the above recommendations, the following resolution concerning high school work was suggested to the board by a committee appointed previously for this purpose:

- I Courses of study in addition to common school branches. Algebra, Geometry, Latin, Greek, Surveying, Mensuration, Bookkeeping, Natural Philosophy, Chemistry, Physiology, Rhetoric, General History, English Literature, Methods of Teaching, Astronomy, Geology, Botany, and German.
Algebra, Geometry, Latin, Greek, Surveying considered a full study, others a half study.

- II Examinations, held twice a year, near the middle and the end.
- III Pupils examined in Orthography, Geometry, and United States History at the end of the first year and not before, in Mental Arithmetic, Written Arithmetic, and English Grammar at the end of the second year and not before.
- IV Required for graduation: Two full studies and four half studies; or three full and two half, or three full studies.
- V No pupil be allowed to lay aside a common school study until he or she has passed a satisfactory examination.
- VI Certificates to be issued to pupils when they have passed an examination. These to be presented to committee at final examination for graduation.
- VII Examining committee to consist of two high school teachers, borough superintendent, one director, or citizen of borough or county.
- VIII Baldwin's Art of School Management shall be the text book on methods of instruction.

The report was adopted with only a few minor changes and a year later the superintendent reported that the high school showed improvement over former years or terms as was proven by examinations. He complained, however that there was still something radically wrong.

Lebanon Incorporated as a City

The borough of Lebanon was incorporated as a city in 1886, which of course affected the organization of the school board. Since the new charter provided that there

be new members elected to the board, two school boards would have existed in the city, if that charter had been carried out immediately. In order to prevent such a dilemma the question was appealed to Judge J. B. McPherson, who decided that the old members should remain in office until the expiration of their term. Then new members should be elected to fill the vacancies according to the new charter.

Co-education Introduced

Overcrowded conditions in the later part of the 1880's led the superintendent to recommend co-education in the lower grades. When the new high school was ready for occupancy in 1890 it was decided to have one high-school for both boys and girls. The sexes were to recite together but while in assembly or study hall they were separated by a glass partition. Superintendent Cyrus Boger, who had replaced Mr. Nitrauer in 1890 as superintendent, regarded the schools that year co-educationally as follows:

High school—3 years	Grades 9, 10, and 11
Grammar (1st and 2nd)	Grades 7 and 8
Intermediate	Grades 5 and 6
Secondary	Grades 3 and 4
Primary	Grades 1 and 2

Four Year High School

The high school curriculum was not altered again until 1896 when the "A" class of the first grammar grade was included in the high school course, thus establishing a four year high school and a three year grammar school. The entire system as organized at this date may be summarized as follows:

Primary	Grades 1, 2, and 3
Intermediate	Grades 4, 5, and 6

Grammar Grades 7, 8, and 9

High School Grades 10, 11, 12, and 13

The ninth grade was for the purpose of review before entering high school, but could be skipped by the brighter pupils. The length of the school term was also designated at ten months.

Summary of the Progress of the Schools

With the turn of the century a new superintendent, R. T. Adams, was elected to succeed Cyrus Boger, who had ably filled the office for nine years. Before turning over his duties to his successor, he made the following report upon the improvements which had been accomplished during his term:

1. A graded course of study was introduced, placing definite limits to requirements for promotion from grade to grade. This placed promotion from grade to grade upon a solid basis for advancement.
2. Free school books and supplies were furnished even before the state legislature had passed the free book law, showing a progressive spirit on part of the board.
3. Music was introduced for the teaching of which a special teacher was hired.
4. Drawing was placed in the lower grades but was not successful because there was no special teacher to supervise the work.
5. Co-education was introduced in all grades.

Compulsory Attendance

During the early period of the free schools in Pennsylvania there were no laws requiring the pupils to attend

regularly. Even as far back as 1854, the school board, realizing the necessity for encouraging the parents to see that their children were in school when physically able, passed the following resolution:

To the Parents and Scholars: Whereas, the Board of School Directors of the Borough of Lebanon have ascertained that many of the scholars are very irregular in their attendance at school, and the parents of such frequently complain that their children do not make sufficient progress in their studies, and whereas the Board are of the opinion that *nothing short of a miracle can prevent these drones from remaining ignorant* and whereas the inattentive not only waste their own time but retard their classmates and disadvantage the whole school,

Therefore, be it resolved that on the first day of December next and on the first day of every month thereafter, all those scholars who shall have been absent from school during the preceding month for more than six days, shall be removed from the school in which they now are, to one of lower grade . . . or be expelled from school altogether, unless due to sickness.

By the order of the Board,
Wm. W. Bresslin, Sec'y.

This indifference on the part of the parents and scholars toward school continued throughout the latter part of the nineteenth century, as is noted in the superintendent's report of 1882 when he stated that there was a lack of interest on the part of the parents. The superintendent stressed also the fact that irregular attendance was very prevalent in the schools in 1889. The state did nothing in the way of compulsory school attendance until 1874 when a bill requiring attendance at schools in Pennsylvania was presented to the legislature but was voted down. Agitation, however, was continued until 1891 when a bill

was actually passed by the legislature but vetoed by Governor Pattison because he thought it would infringe upon the personal liberty of the people. Finally in 1895 a modified compulsory attendance law was passed providing that the parents or guardians of any children must see that their children between the ages of eight and thirteen attend school at last sixteen weeks each year, unless excused by the district board. Any child was exempt from the provisions of this law if "there be no public school in session within two miles of the nearest traveled road." This enactment was fairly well enforced by some cities but was gradually disregarded by the state as a whole. In 1897 the law was strengthened but still some districts refused to comply.

It was not until the law had been strengthened in 1897 that Lebanon school board took action by passing a resolution stating that a truant was no better than a tramp, and that since there was plenty of room for everyone he should take advantage of the school opportunities. The directors attempted to appoint an attendance officer November 4, 1898, but as the motion failed, the enforcement of the attendance law was referred to the teachers' committee.

They did the best they could and, with the aid of the police department of the city, they persuaded many to attend school more regularly. But even in 1900 the superintendent of schools deplored the fact that there was much irregular attendance. Therefore, the same year, the board decided to enforce the attendance law by using force if necessary. They also determined to employ a truant officer to enforce the law and to establish a truant school for those pupils who were retarded because of irregular attendance. The rules governing this school were as follows:

1. As soon as five days of unexcused absence have accumulated a pupil shall be sentenced to the

truant school for 20 days.

2. For the first half day's absence in truant school, five additional days.
3. For the second half day's absence in truant school, ten additional days.
4. For the third and succeeding half day's absence, the parents shall be prosecuted according to law.
5. The superintendent had the authority to sentence a pupil who was incorrigible in the other schools to the truant school for such time as the superintendent thought the offence deserved.

From the superintendent's reports of the following years we learn that attendance did improve, and the name, truant school, was finally changed to special school. The board has continued to employ a truant officer and still maintains the special school.

Revision of the Rules of the Schools

No major changes were made in the course of study during the first decade of the twentieth century, but the rules governing the school were revised in 1907, to this extent:

Classwork and reviews shall constitute four (4) factors, and the final examination one (1) factor. Subjects requiring no preparation outside of the recitation shall be considered at one-half the value of those requiring preparation. Those subjects extending over part of the year shall receive a pro rata value . . . Pupils having a class average of 85 or above may be exempt from final examinations.

Three Year High School

Overcrowded conditions in the high school led the directors in 1925 to suggest that some of the pupils from the first class be transferred to the Garfield Junior High School, but much opposition was encountered. The board held an open meeting in July of that year in order to determine the consensus of the opinion of the Lebanon citizens concerning the feasibility of establishing a three year high school. This plan was put into effect by housing the junior high schools in the Harding and Garfield Buildings. Two years later, however, the Garfield Junior High School was moved to the new Henry Houck Building at Third Avenue and Lehman Streets. The organization remained the same up to the present time.

CHAPTER VII

*Extra-Curricular Activities In The High School**Literary Societies*

In the latter part of the nineteenth century, the schools of Lebanon were attempting to encourage an appreciation of literature among the students. Both the boys' and girls' high schools had literary societies, sponsored by the teachers. These organizations did much to encourage higher literary tastes and contributed many books to the school libraries which then existed. The girls' society, known as the Excelsior Literary Society, was organized in 1871, under the leadership of the principal, Cyrus Boger. Two years later, when Rose Cleveland, a sister of President Cleveland, became principal of the school, she organized a literary group called the Charlotte Bronte Society. It was very active in presenting plays for the purpose of buying books for the school library, and an organ for the school.

The boys' high school also had a literary society. It was named in honor of the author Hawthorne. When the schools were combined in 1890 these societies helped to enlarge the library by presenting entertainments to raise funds, and also by donating the dues which the members paid.

Although these organizations were active at an early date, no mention was made of any activity in debating until 1913, when Professor Balsbaugh was given permission to have a debate in the high school building. Since that time Lebanon High School has had a number of successful interscholastic debating teams. At the present time no debating team is sponsored, but an attempt

is being made to revive interest in this activity during the 1936-37 term.

Athletic Teams Organized

The school authorities made no effort to encourage athletics in the schools until the close of the nineteenth century. Previous to that time many notices were published prohibiting the boys from playing baseball on school property. Finally, the board was induced to recognize various athletic teams.

A news account in *The Report* of November 19th, 1900, stated that the high school football team defeated the Reading Classical School team on the Colebrook Gridiron by the score of 35 to 0. This was not the first game played by the high school team, for in the same paper of November 16, 1903, a statement was made that a game had been played with Harrisburg High School in 1898. This was probably the first football contest. According to an account in the same issue of *The Report*, the Lebanon High School football team defeated Harrisburg on November 15, 1903, thus entitling them to the title of Champions of Central Pennsylvania. The team retained this honor for two years. Many of the boys who won fame on this team are now prominent business and professional men in the city.

Two high school teachers appeared before the school board, October 4, 1900, to ask permission to remodel the third floor of the high school for a basketball gymnasium. This permission having been granted, from then on the high school has had basketball teams. The first teams played under very trying circumstances, for artificial light was not provided until 1902, and shower baths were not installed until 1906. The latter were provided in the basement, in order that visiting teams would be more willing to play on the Lebanon High School floor.

The athletic teams, receiving very little encouragement from the school board, were supported by an athletic association composed of high school students. The various teachers of the school acted as coaches or sponsors of the teams without extra remuneration until 1907, when Mr. Gingrich was granted \$75.00 for coaching football. The students were not allowed to represent the high school on an athletic team unless their subject grades were above 75 per cent.

As the enrollment of the high school continued to increase, the gymnasium on the third floor was converted into a chemical and physical laboratory. Consequently, the basketball teams had to play in the Y. M. C. A. gymnasium, for the use of which the school board contributed \$75.00 a year. With the erection of a new high school building 1919, a gymnasium was provided in the building.

The football, baseball, basketball, and track teams continued to be sponsored by the athletic association, but the school board contributed to their support by employing coaches to direct the teams. In 1926 the athletics of the school were placed under the direction of the Athletic Council, consisting of nine members, three from the school board, one from the Kiwanis, Rotary, and Lions Clubs respectively, the superintendent of schools, the principal of the high school, and one member of the student body. This council was instituted in order to interest a greater number of townspeople in the activities of the high school teams.

Activities After 1917

The Department of Public Recreation was organized in 1917 for the purpose of organizing and maintaining playgrounds in the city. The school board, which was represented in the department, had contributed financially each year toward the success of its efforts. At the present time this aid varies from \$1,000 to \$2,000 a year.

Band organized.—During the period of the World War, athletic activities became secondary, while military training, Red Cross work, and other patriotic activities became major activities. Immediately after the war, the band was organized in the high school. Mr. George Harbold was one of its first instructors. He was succeeded by Mr. Hughes in 1921. In order to encourage this organization the school board appropriated money for instruments at various times. The band now has a membership of fifty to sixty boys and girls.

Hobby Clubs

When S. O. Rorem became superintendent of schools in 1926, hobby clubs became very popular. Some of the clubs organized, were Travel, Airplane, Glider, Piano; Literary, Polity, Gyp, Rhythmic, Art, Typing, Photographers, Nature Study, Handicraft, Archery, Weaving, Library, Surveying, Dramatics, Girl Guards, Stamp, Boys' Cooking and Debating. Some of these clubs functioned well, but others were very inactive. When a new superintendent was elected in 1935, many of them were eliminated, only those for which there were definite demands being reorganized.

CHAPTER VIII

The Growth of the Lebanon Public Library

At the present time the library facilities for Lebanon are very meager considering the fact that the city has a population of more than 25,000 people. At an earlier date, however, the public library was a part of the school system and for that reason deserves proper mention in a history of education in Lebanon.

Existing Libraries of 1870

The first public library, located on the second floor of a building at Seventh and Cumberland Streets, was established about the year 1870. Contemporaneously, school libraries existed in the boys' and girls' high schools under the direction of Professors Burnside and Boger which later were united to form a larger public library. They contained mostly reference books of the highest type. It was also at this time that the Excelsior Literary Society was organized by the girls of the female high school for the purpose of encouraging higher literary tastes.

The Excelsior Literary Society, encouraged by Professor Boger, accomplished a great deal in the next few years in the way of enlarging the Gibraltar Library, as their library was called, for many requests were made to the school board for new book cases and for the addition of shelves to the old ones. Of course, it must not be assumed that other schools did not also have libraries, for mention is made in the minutes concerning the collection of books owned by Professors Burnside and Harbeson and to the organization called the Hawthorne Literary

Society, established in the boys' high school, for the purpose of encouraging better tastes in literature.

Public School Library Established

With the erection of the new high school in 1890, one of the members of the school board, Mr. Kneer, presented the following resolution:

- 1st Resolved. That a public school library be established.
- 2nd That several collections made by teachers Burnside, Harbeson, and Boger, and what is known as the teacher's library be incorporated in it.
- 3rd That all the teachers and the pupils of the high school and 1st Grammar school, be entitled to the use of the same by the payment of an annual fee of one dollar and fifty cents at the opening of next year. (This charge was later changed to twenty-five cents.)
- 4th That the principal of the high school be ex-officio, the librarian, with two assistants elected by the teacher.

This resolution was carried into effect, and the following year new books were added to the aforementioned collections, for example, four volumes of "History of Civilization" and eleven volumes of American literature. At the same time a committee of 36 boys of the high school did their part toward enlarging the library by participating in a spelling bee, the proceeds of which were used to buy more books. For this effort the same boys were allowed to use the library free for one year.

In 1892, Reverend Hare, rector of the St. Luke's Episcopal Church, donated his entire library of 2,300 volumes to the school board. This gift included one hundred printed catalogues, book cases with glass doors,

librarian's desk, chairs, etc., worth about one hundred dollars. Reverend Hare made this donation with the provision that the school board take the proper care of the books. The offer was immediately and graciously accepted.

Consolidation of the School and Public Library

With this generous gift as a nucleus for a library, the board proceeded to make the necessary arrangements to allow the maximum use to be made of the books. With this idea in mind they decided to combine the school library with the public library and open the newly formed one to the public every Wednesday evening from seven to eighty-thirty o'clock and every Saturday afternoon from three to six o'clock, provided that its patrons would pay an annual fee of one dollar. Mr. Boger, who was superintendent of schools at the time, had much local opposition to overcome, but on February 6, 1892, after the necessary alterations were completed the formal dedicatory exercises, to which five hundred prominent people of Lebanon were invited, were held.

In the city superintendent's report of July, 1892, to the school board, he states that "There are 2,500 volumes in the library plus 125 pedagogical books, 11 monthly magazines, viz., *North American Review*, *Scribner's*, *Harper's the Century*, and the *Popular Science Monthly*." The *International Encyclopedia* also was purchased for use in the library. Reverend Hare, who had contributed so much for this association, was made an honorary member.

The first assistant librarian was Miss Minnie Pott who received fifty dollars a month for her service. Later Miss Helen Seltzer, who was the superintendent's secretary, became the assistant librarian.

Donations to the Library

The number of volumes in the public library continued to increase, for many people donated books to this worthy cause. A few of the interested people were Hon. E. N. Woomer, Mr. Horace Brock, Reverend Geardson, Dr. J. K. Reinoehl, Mr. George Olive, General Gobin, Dr. William Guilford, and Mr. Frank Seltzer. No doubt many other citizens made donations which are not recorded in the minutes of the school board.

During the winter of 1893 a series of talks were held in the high school auditorium for the purpose of raising money for the library fund. The speakers participating in this enterprise were Judge McPherson, Hon. Henry Houck, Mr. Lee Grumbein, Reverend Theodore Schmauk, and City Superintendent Baer, of Reading.

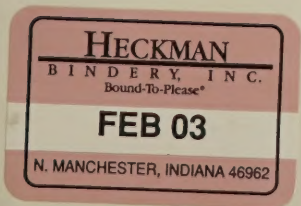
The school board each year made a donation of a hundred dollars to the library fund while one of the standing committees of the school board supervised the spending of this money.

Finally, the pedagogical department of the library was opened free to the teachers if the school board made an annual donation of twenty-five cents to the department for each teacher and substitute in the system. This offer was extended to the teachers of the county. At the time when this offer was made the library contained 4,390 volumes.

The library was finally opened to all high schools, eighth, and ninth grade pupils free. The hours, during which it was open, were extended, so that in 1913 one could use it every evening from Monday to Friday from 7:30 to 8:30 except during the months of July and August when it was open only on Tuesday and Thursday evenings.

Public Library Discontinued

When the new high school building was erected, the old public library remained intact in the Harding Junior High School. A new library was established in the high school, but in 1927, because of the establishing of the Lebanon Community Library on South Eighth Street, Superintendent Rorem recommended the discontinuing of the library in the Harding Building. Some of the books were placed in the high school library, some in the Harding Junior High School Library and others were given to the Community Library.



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